

**STATE OF RHODE ISLAND
DEPARTMENT OF CHILDREN, YOUTH AND FAMILIES**

PUBLIC NOTICE OF PROPOSED RULE-MAKING

In accordance with Rhode Island General Law (RIGL) 42-35 and 42-72-5, notice is hereby given that the Department of Children, Youth and Families proposes to amend the following DCYF rule:

EDUCATIONAL EVALUATION OF RESIDENTS

This rule, formerly entitled Education: Staff Orientation, is being amended in compliance with the federal court order relating to RI Training School residents, the accreditation standards of the American Correctional Association (ACA) for Juvenile Training Schools and Juvenile Detention Facilities, the accreditation standards of the Correctional Education Association, and the opening of new facilities. The rule is amended to provide comprehensive direction to educational staff on screening, assessment and evaluation procedures utilized to assign detained and adjudicated youth to appropriate educational services. The previous version of this policy, refiled 1/5/07, is superseded by this amended version.

In the amendment of this rule, consideration was given to the following: (1) alternative approaches and (2) overlap or duplication with other statutory and regulatory provisions. No alternative approach or duplication or overlap was identified based upon available information.

This amended rule is accessible on the R.I. Secretary of State's website (<http://www.sec.state.ri.us/ProposedRules/>) and the DCYF website (<http://www.dcyf.ri.gov>) or available in hard copy upon request (401-528-3685). Interested persons should submit data, views or written comments by July 26, 2010 to Susan Bowler, Administrator for Families and Children, Department of Children, Youth and Families, 101 Friendship Street, Providence, RI 02903 (Susan.Bowler@dcyf.ri.gov).

In accordance with RIGL 42-35-3, an oral hearing will be granted if requested by twenty-five (25) persons, by an agency or by an association having at least twenty-five (25) members. A request for an oral hearing must be made within thirty (30) days of this notice.

~~Education: Staff Orientation~~ Educational Evaluation of Residents

Rhode Island Department of Children, Youth, and Families
Division of Juvenile Correctional Services: Training School

Policy: 1200.1714

Effective Date: June 14, 2004

Revised Date:

Version: -2

~~The Education Program is responsible to ensure that new employees are familiar with pertinent areas of the Division's operations and to assist new employees in becoming an integral part of the Division's workforce as quickly as possible.~~

~~The objectives are to:~~

- ~~•Familiarize new employees with general Division and Department operating procedures, goals, rules, and regulations that pertain to that employee in the performance of his/her job.~~
- ~~•Familiarize new employees with the duties and responsibilities of their new positions.~~
- ~~•Acquaint new employees with the physical layout of the RI Training School and the location of all personnel.~~
- ~~•Encourage a high level of morale, teamwork, and motivation between new and existing staff members of the Department.~~
- ~~•Demonstrate the commitment of the Education Program to the well-being of its staff and students.~~

~~The Administration of the Education Program is responsible for coordinating new employee orientation. All staff participate in and complete forty (40) hours of orientation prior to job assignment. There are nine major subject areas for orientation. These subject areas are designed to prepare new employees to successfully transition into the Rhode Island Training School environment. The sections may be abbreviated to accommodate the orientation of employees who have not received formal training in any of the modules of each section. Modules may be presented separately to individuals or in groups as required by training needs.~~

~~Individual orientation will be managed by using an orientation checklist. The orientation checklist requires the individual new employee to receive orientation through scheduled meetings/sessions or self-paced instruction. All new employees will complete the orientation checklist. The completed checklist will be maintained in the employee's personnel files.~~

~~The Education Program provides educational services for all residents. In order to provide those services at levels that are appropriate, residents receive educational screening, assessment and evaluation that assist educators in planning educational services to~~

- ~~• Promote, assist, and improve residents' learning;~~
- ~~• Inform programs for teaching and learning; and~~
- ~~• Provide data that can be communicated to a range of people about the progress and achievements of individual residents or groups of residents.~~

Related Procedure

~~Education: Staff Orientation Educational Evaluation of Residents~~

Education: Staff Orientation Educational Evaluation of Residents

Procedure from Policy 1200.1714: ~~Education: Staff Orientation Educational Evaluation of Residents~~

A. The Principal will:

- ~~1. Ensure the proper implementation and maintenance of a staff orientation program in the Education Program.~~
- ~~2. Coordinate the development of a staff orientation program in consultation with supervisors and staff.~~
- ~~3. Ensure the proper delivery of orientation training to new employees who are assigned to the Education Program.~~
- ~~4. Facilitate the training of new employees.~~

B. The Principal will ensure that each new employee is made aware, in an appropriate manner, of the following:

- ~~1. The requirements of the new employee's position and details of the job description;~~
- ~~2. The persons to whom the new employee will be responsible, will report, will work with or, as appropriate, will supervise;~~
- ~~3. The regulations, by laws, Department policies and procedures and applicable contractual agreements;~~
- ~~4. The mission, goals and objectives of the Department, Division and Program; and~~
- ~~5. The physical characteristics of the facilities.~~

C. There are a total of nine major subject areas that the Principal may use for orientation. A variety of resources are used in the delivery of staff orientation. The curriculum includes instruction on the following topics:

- ~~1. The Federal Court Order~~
- ~~2. Behavior Management~~
- ~~3. Security~~
- ~~4. Health and Safety~~
- ~~5. Substance Abuse and Mental Health~~
- ~~6. Juvenile Sex Offenders~~
- ~~7. Suicide Intervention/Prevention~~
- ~~8. Cultural Competence~~
- ~~9. Sexual Harassment Prevention~~

D. The Principal determines the content and method of delivery of new employee orientation based on the number of new employees and the knowledge and experience that those employees have in working in juvenile justice environments.

A. The initial intake process begins immediately after detainment and includes:

1. Review of pertinent intake information and an interview with the resident.
2. Assessment of resident ability to speak and comprehend English if it appears that they are having difficulty with language communications.
3. Completion of standardized reading and mathematics screening tests.
4. Information is utilized for evaluation and educational planning for non-adjudicated youth.

B. Upon adjudication, residents complete reading and mathematics diagnostic inventories to measure:

1. General intellectual ability, specific cognitive abilities, oral language, and academic achievement, as appropriate.

2. Understanding and application of important concepts and skills in mathematics and reading.
- C. The Educational Program utilizes the latest version of nationally recognized measures to identify residents who are eligible for Special Education Services, to develop an Individualized Educational Plan for eligible residents and to provide appropriate services for residents. Some examples include:
1. Kaufman Brief Intelligence Test measures residents' verbal and non-verbal intelligence.
 2. Piers-Harris Children's Self-Concept Scale measures residents' psychological health.
 3. Weschler Intelligence Scale for Children®/Adult Intelligence Scale® measures residents' intellectual ability with scales utilized as appropriate to age.
 4. Conners' Rating Scales: assess a broad range of psycho-pathological and significant problem behaviors as reported by teachers, parents or alternative caregivers, and residents.
 5. Comprehensive Test of Nonverbal Intelligence: a measure of reasoning ability.
 6. The Adolescent Apperception Cards (APC): a non-invasive, non-threatening aid to the clinical assessment of adolescents ages 12-19, the APC helps in understanding how a resident interpret interpersonal sequences, the emotional responses the resident is likely to experience, how the resident perceives the behavior of others, and the resident's characteristic way of construing interpersonal relationships.
 7. Behavior Assessment System for Children: a multi-method, multi-dimensional system used to evaluate the behavior and self perceptions.
- D. Paragraphs A - C are consistent with Correctional Education Association Standards 31 and 33 – 37, as well as, American Correctional Association Standards 3-JDF-5C-02; 3-JTS-5D-02; 3-JTS-5D-05; and 3-JTS-5D-07.